



NOVEMBER 2003 AGENDA

SUBJECT 2003 Foreign Language Primary Adoption of Instructional Materials: Curriculum Commission Recommendations	<input checked="" type="checkbox"/>	Action
	<input type="checkbox"/>	Information
	<input checked="" type="checkbox"/>	Public Hearing

Recommendation:

Hold a public hearing, review, and take action on the Curriculum Commission’s recommendations for the 2003 Foreign Language Adoption for K-8 instructional materials at the November 12-13, 2003, State Board of Education Meeting.

Summary of Previous State Board of Education Discussion and Action:

The last adoption of K-8 foreign language instructional materials took place in 1991. In May 2000, the State Board took action allowing districts to purchase materials from the 1991 list until a new adoption took place in 2003.

May 2001: The State Board adopted the *Foreign Language Framework* (May 2001), which included the evaluation criteria.

April 24, 2002: The State Board of Education adopted the *2003 Foreign Language Adoption Timeline*.

November 14-15, 2002, January 8-9, 2003, March 12-13, 2003: The State Board of Education approved the appointment of Language Expert (LE) and Instructional Materials Advisory Panel (IMAP) members to review instructional materials for the 2003 Foreign Language Primary Adoption.

October 2003: An information item, including a listing of programs recommended by the Curriculum Commission, was forwarded to the State Board.

Summary of Key Issue(s)

Language Learning Continuum:

The State Board Adopted *Foreign Language Framework* (May 2001) is centered on the Language Learning Continuum that outlines instruction that is based on the level of students’ abilities in listening, speaking, reading, and writing. The Language Learning Continuum marks five stages for measuring student progress with each stage indicating a level of vocabulary, language structure, fluency, and comprehension. Language Learning Continuum stages are not grade level dependent but describe where students

Summary of Key Issue(s)

are in the acquisition of another language. For example, students who begin language study at the elementary, middle, or high school are at stage 1. The Language Learning Continuum was developed through the efforts of the Achievement Project, a collaborative effort of the College Entrance Examination Board, the American Council on the Teaching of Foreign Languages, and the New England Network of Academic Alliances and was reprinted with permission of the College Entrance Examination Board.

Publishers' Meeting:

On January 29, 2003, the Curriculum Frameworks and Instructional Resources (CFIR) Division conducted a Publishers' Invitation to Submit Meeting, which outlined the pertinent parts of the *Education Code* and explained the regulatory requirements for participation in the adoption process.

Training:

On March 24-27, 2003, thirty-four State Board appointed Language Expert and Instructional Materials Advisory Panel (LE/IMAP) reviewers were trained in the evaluation criteria and Language Learning Continuum in Sacramento.

Deliberations:

The 2003 Foreign Language Primary Adoption deliberations were conducted for six panels on July 7-10, 2003, in Sacramento. Deliberations for the German panel were conducted on August 6-7, 2003, at the California Department of Education.

Legal and Social Compliance Review:

LE/IMAP members conducted a concurrent Legal and Social Compliance review with their review of materials for content. A committee of two Commissioners and three LE/IMAP members held a public meeting on June 16, 2003, and reviewed the citations. Forty-one citations were sent forth to publishers. Publishers were notified of citations made for their program(s), and apprised of the need to make revisions in their programs. Seven legal and social compliance citations were appealed, and all of these appeals were upheld by the first level appeals committee. The first level appeals committee consisted of one Curriculum Commissioner and three LE/IMAP members and met on August 8, 2003.

September Commission Meeting:

At the September 18-19, 2003, Curriculum Commission Meeting, the Commissioners reviewed the LE/IMAP Report of Findings, held two public hearings, and took action on the twenty programs submitted for adoption in five languages. According to the State Board Adopted *Foreign Language Adoption Timeline*, the State Board was originally scheduled to take action on the Curriculum Commission's Recommendation Report for Foreign Language in December 2003. Due to changes in the State Board's meeting schedule, the Curriculum Commission's Recommendation Report for Foreign Language is being forwarded to the State Board with a request for action at their November 12-13, 2003, meeting.

Summary of Key Issue(s)

Edits and Corrections:

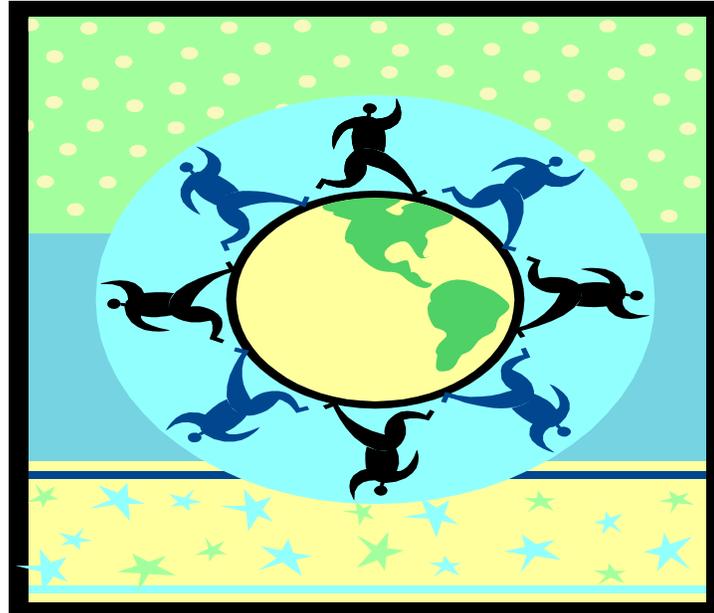
A meeting with publishers for minor edits and corrections will be held on October 23, 2003, prior to Board action in November.

Fiscal Analysis (as appropriate)

N/A

Attachment(s)

Attachment 1: [Copy of the Curriculum Commission's Recommendation Report for the 2003 Foreign Language Primary Adoption \(Pages 1-50\).](#)



2003 FOREIGN LANGUAGE PRIMARY ADOPTION

**REPORT OF THE CURRICULUM DEVELOPMENT
AND SUPPLEMENTAL MATERIALS COMMISSION**

NOVEMBER 2003

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INTRODUCTION

The State Board of Education (SBE) adopted the timeline for the 2003 Foreign Language Primary Adoption on April 24, 2002, and made minor revisions in the timeline on February 5, 2003. The timeline reflects the requirements of *Education Code* section 60200, which sets forth statutory requirements for the adoption of instructional materials for use in kindergarten through grade 8.

The 2003 Foreign Language Primary Adoption is the first adoption of K-8 instructional materials in foreign language since 1991. Based on the *Foreign Language Framework* adopted by the State Board of Education (SBE) in May 2001, this adoption marks the first time the Language Learning Continuum was used as an integral part of the evaluation criteria. The Language Learning Continuum describes language instruction in terms of what students are expected to accomplish at each stage. Developed as a means for publishers, Language Experts, and Instructional Materials Advisory Panel (IMAP) members to more accurately evaluate a program's alignment with the Language Learning Continuum, the Language Learning Continuum Forms and the evaluation criteria were discussed during the Foreign Language Subject Matter Committee meetings on March 22, 2002, May 16, 2002, and on September 19, 2002. The Commission approved the Language Learning Continuum Forms at their meeting on September 19, 2002.

In order to provide information to the publishers about the evaluation criteria, and in particular, the Language Learning Continuum Forms, an informational meeting was held for publishers on June 27, 2002.

The Curriculum Commission recommends instructional materials to the State Board, and the State Board adopts basic instructional materials in any subject which the State Board determines the adoption of instructional materials to be necessary. Supplementary materials (covering less than an entire course) are not considered within this adoption.

This adoption includes basic instructional materials for foreign language designed for grades K-8. Programs are recommended for adoption based on grade levels submitted by publishers, Language Learning Continuum stage(s), and meeting the evaluation criteria categories.

ADOPTION PROCESS

FRAMEWORK OVERVIEW MEETING AND PUBLISHERS' INVITATION TO SUBMIT MEETING

On Tuesday, January 28, 2003, a briefing on the *Foreign Language Framework* was held for all interested publishers.

A Publishers' Invitation to Submit (ITS) Meeting was held on Wednesday, January 29, 2003. The ITS meeting invited the publishing community to consider participation in the 2003 Foreign Language Primary Adoption, and provided publishers with guidelines and

the necessary technical information needed for their participation. Representatives from sixteen publishing companies attended the meeting.

LE/IMAP APPOINTMENT AND TRAINING

In preparing recommendations to forward to the State Board, the members of the Curriculum Commission were assisted by individuals who composed the Language Expert /Instructional Materials Advisory Panels (LE/IMAPs), appointed by the State Board. LE/IMAPs were appointed by the State Board based on the recommendations from the Curriculum Commission in November 2002, January 2003, and March 2003. The Curriculum Framework and Instructional Resources Division (CFIR) staff assisted the Curriculum Commission in its training of reviewers in March 2003, for the 2003 Foreign Language Primary Adoption. The seven LE/IMAP teams were comprised of thirty-four members, including classroom teachers, school administrators, local board members, and parents.

LE/IMAP REVIEW AND JOINT ADVISORY REPORTS OF FINDINGS

During April 2003, LE/IMAP members and Curriculum Commission members received complete sets of instructional materials that were assigned to each panel to review and evaluate according to the criteria. Panelists conducted their independent reviews of the materials during the months of April, May, June, and the beginning of July.

From July 7-10, 2003, six of the seven panels met in Sacramento for deliberations, with all members sharing their notes and citations that had been developed during their independent review of the materials. The LE/IMAP members met in their assigned panels for most of the week, with a member of the Curriculum Commission acting as a group facilitator, and support from the CFIR Division staff. During deliberations, publishers were provided time to respond to formal questions developed by the LE/IMAP members on their respective programs.

The seventh panel, which reviewed a program in German, met August 6-7th to conduct deliberations, and followed the same procedures for deliberations and publisher's response.

The training process and deliberations session were conducted in accordance with the *Bagley-Keene Open Meeting Act*. Various publisher representatives and interested members of the public attended the panel discussions. Every afternoon, at a pre-determined time, the training and deliberations would pause to provide an opportunity for public comment.

The LE/IMAP members worked collaboratively during the deliberations week to produce a completed, joint LE/IMAP Report of Findings for each program with the following sections: Program Summary, Recommendation, Foreign Language Content/Alignment with Curriculum, Program Organization, Assessment, Universal Access, Instructional Planning and Support, and (optionally) Other Comments. The reports included citations that were exemplary (not exhaustive) of the panels' findings and recommendations. The advice of the LE/IMAP panels was considered by the Commission in conjunction with other

information in determining whether the individual programs submitted by publishers satisfied, or did not satisfy the State Board adopted evaluation criteria for this adoption.

LEGAL AND SOCIAL COMPLIANCE REVIEW

Due to the unique characteristic of foreign language instructional material, LE/IMAP members received training in Legal and Social Compliance during the training week, March 24-27, 2003. LE/IMAP members were asked to send legal and social compliance citations to CFIR by June 2, 2003. On June 16, 2003, a committee consisting of two Commissioners and three LE/IMAP volunteers held a public meeting to review potential citations sent in by the LE/IMAP members. Both the LE/IMAP members and the committee used the standards contained in *Education Code* sections 60040-60045, 60048, 60200, and State Board policy as outlined in the *Standards for Evaluating Instructional Materials for Social Content (2000 Edition)*. The standards address such areas as the accurate portrayal of cultural and racial diversity, equitable and positive roles for males and females, disabled people, ethnic and cultural groups and the elderly. This was the third adoption to implement the provisions of AB 116, Mazoni (Chapter 276, Statutes of 1999), that prohibits (with certain exceptions) the inclusion of commercial brand names, specific commercial product references, or corporate or company logos in adopted instructional materials.

At the June 16, 2003, meeting, the committee reviewed 135 citations and sent 41 of the citations on to the individual publishers for response by August 1st. Two publishers appealed 7 of the 41 citations. The first level appeals meeting was held on Friday, August 8, 2003. All appeals were accepted by the first level appeals committee. The remainder of the citations were resolved when publishers agreed to make minor revisions to their programs. (See Appendix C).

PUBLIC COMMENT AND REVIEW

Instructional materials submitted for adoption were displayed for public review and comment, beginning April 10, 2003, at 23 Learning Resources Display Centers (LRDCs) throughout the state (See Appendix B). The general public was given an opportunity to provide written comments through October 31, 2003. Public comments will be reviewed and presented to the State Board at their November meeting, in accordance with their procedure.

CURRICULUM COMMISSION REVIEW AND DELIBERATIONS

On September 19, 2003, the members of the Curriculum commission reviewed all of the LE/IMAP Advisory Reports. During the Foreign Language Subject Matter Committee (FL SMC) Meeting, held September 18, 2003, each program was discussed in-depth, covering the review of minor edits and corrections as recommended by the LE/IMAP Report of Findings, and individual Commissioners who had conducted their own independent review of the programs. After the discussion at the FL SMC level, each

program submission received a roll-call vote. The motion was stated in the affirmative. A majority vote from the SMC was required for any program to be recommended.

After receipt of the SMC report at the full Commission level, there was further discussion. Following this discussion, the Commission Chair proceeded to ask for a motion and a second on each program submission. Again, the motion was stated in the affirmative; there was a final roll call vote for each program. The recommendations were (1) to recommend for specific stages or, (2) to recommend for specific stages with minor edits and corrections at both levels. Nine Commissioners were required to vote in the affirmative to recommend any program. The Curriculum Commission's recommendations were presented to the State Board on November 12, 2003, for information, with State Board action on November 13, 2003.

EDITS MEETING

On October 23, 2003, the publishers' Edits and Corrections Meeting is scheduled to occur and the chair of the Curriculum Commission will preside. At the November meeting, a report will be provided prior to the State Board action on this adoption.

PUBLISHERS' RESPONSIBILITIES IF ADOPTED

According to the provisions of Education Code 60061, and the California Code of Regulations, Title 5, publishers are required to follow guidelines of the Most Favored Nation clause which ensures that publishers furnish the instructional materials in California at the same price or at the lowest price offered in other states. In addition, publishers are required to fill a textbook order within sixty days of the date of a submitted purchase order. Should the publisher or manufacturer fail to deliver instructional materials within sixty days of the receipt of a purchase order from a school district, the school district may assess as damages an amount up to five hundred dollars for each working day the order is delayed beyond sixty calendar days.

**Curriculum Development and Supplemental Materials Commission
2003 Foreign Language Primary Adoption Recommendations to the
State Board of Education***

Language and Grades	Publisher: <i>Program Title</i>	Recommendations of the Curriculum Commission to the State Board
FRENCH		
Grd. 6-8	Glencoe/McGraw-Hill <i>Glencoe French I Bon Voyage!</i>	Recommend stages 1 and 2
Grd. 6-8	Holt, Rinehart and Winston <i>Allez, viens! Holt French</i>	Recommend stage 1
Grd. 6-8	McDougal, Littell & Company <i>Discovering French, Nouveau!</i>	Recommend stages 1 and 2
GERMAN		
Grd. 6-8	McDougal-Littell <i>Auf Deutsch!</i>	Recommend stages 1 and 2
JAPANESE		
Grd. 7&8	Cheng and Tsui <i>Adventures in Japanese</i>	Not recommended
Grd. 6-8	Cheng and Tsui <i>Mirai</i>	Recommend stages 1 and 2
Grd. 7&8	Cheng and Tsui <i>Tsumiki</i>	Not recommended
LATIN		
Grd. 6-8	Cambridge University Press <i>Cambridge Latin Course</i>	Recommend stages 1, 2, and 3
Grd. 6-8	Glencoe/McGraw-Hill <i>Glencoe Latin I Latin for Americans</i>	Recommend stages 1 and 2
Grd. 6-8	Prentice-Hall, Inc. <i>Ecce Romani</i>	Recommend stage 1

Language and Grades	Publisher: <i>Program Title</i>	Recommendations of the Curriculum Commission to the State Board
SPANISH		
Grd. 6-8	Glencoe/McGraw-Hill <i>Glencoe Spanish I ¡Buen Viaje!</i>	Recommend stages 1 and 2
Grd. 6-8	Glencoe/McGraw-Hill <i>Glencoe Middle School Spanish ¿Como Te Va?</i>	Recommend stage 1
Grd. 6-8	Holt, Rinehart and Winston <i>¡Ven conmigo! Holt Spanish</i>	Recommend stage 1
Grd. 6-8	McDougal, Littell & Company <i>Tu mundo/Nuestro mundo</i>	Recommend stages 3 and 4
Grd. 6-8	McDougal, Littell & Company <i>¡En Español!</i>	Recommend stages 1 and 2
Grd. 6-8	Prentice Hall, Inc. <i>Realidades A & B</i>	Recommend stage 1
Grd. K-8	REI America, Inc. <i>Amigos</i>	Not Recommended
Grd. K-8	REI America, Inc. <i>Nuevos Amigos</i>	Not Recommended
Grd. K-5	Santillana Publishing Company <i>Nuevo Siglo de Español</i>	Not Recommended
Grd. K-3	Santillana Publishing Company <i>Nuevo ¡Bravo, Bravo!</i>	Not Recommended

* “Stages” refers to the stages of the Language Learning Continuum referenced in chapter 2 of the Foreign Language Framework. The stages are part of the evaluation criteria for this adoption.

SPECIAL ISSUES

The State Board Adopted *Foreign Language Framework* (May 2001) included the Language Learning Continuum as chapter 2 of the framework. The continuum is also referenced as an important part of the evaluation criteria for foreign language instructional materials. The Language Learning Continuum identifies five stages of student progress. Each stage represents a progression, with vocabulary, language structure, fluency, and comprehension increasing at each stage. Language Learning Continuum stages are not grade level dependent; for example, a student beginning first year instruction in Spanish at 3rd grade would be at stage 1, but a student in 8th grade beginning the first year of instruction would also be at stage 1. Content would differ, but both students would be at stage 1 of the Language Learning Continuum.

In order to help the LE/IMAP members determine how the submitted programs were aligned with the language learning continuum, as required in criteria category 1 of the *Foreign Language Framework*, the Commission developed Language Learning Continuum Forms. Forms were produced for all five stages for modern languages, and a form for classical languages for the first three stages of the continuum was developed. Publishers filled out the forms for their program as part of the submission packet.

For the purposes of this K-8 adoption, most instructional materials address Stages 1-3 of the Language Learning Continuum. Stages 4 and 5 of the continuum are advanced stages requiring a great deal of knowledge of both language and culture.

In their recommendations to the State Board, the Commissioners have designated Language Learning Continuum stages. The publishers designated the grade levels of the materials as well as Language Learning Continuum stages.

CURRICULUM COMMISSION'S RECOMMENDATION OF LESS THAN FIVE BASIC PROGRAMS

Fewer than five basic instructional materials programs in foreign language were recommended by the Curriculum Commission for kindergarten through grade 5. Only four programs were submitted. The Curriculum Commission conducted its own review and concluded:

- 1) It was the rigor and specificity of the evaluation criteria, including the Language Learning Continuum, that resulted in fewer than five basic instructional programs in foreign language being recommended for adoption.
- 2) Overall, the rejected programs failed to meet the evaluation criteria, although positive comments were made about some aspects of them in the review process.
- 3) The evaluation criteria were applied fairly and consistently to each program during the review process.

ACKNOWLEDGEMENTS

Members of the Curriculum Commission who provided leadership throughout the planning and implementation of the 2003 Foreign Language Primary Adoption Process:

Edith Crawford, Chair, Foreign Language Subject Matter Committee, 2003; Vice Principal, Mira Loma High School, San Juan Unified School District

Karen Yamamoto, Chair, Curriculum Commission, 2003; Teacher, Washington Unified School District

Other Members of the Curriculum Commission who provided leadership in conducting the 2003 Foreign Language Primary Adoption Process:

Dr. Norma Baker, Member, Foreign Language Subject Matter Committee, 2003; Principal, Inglewood Unified School District

William Brakemeyer, Member, Foreign Language Subject Matter Committee, 2003; Teacher, Fontana Unified School District

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Milissa Glen-Lambert, Member, Foreign Language Subject Matter Committee, 2003; Teacher, Los Angeles Unified School District

Lora L. Griffin, Chair, Visual Performing Arts Subject Matter Committee, 2003; Retired Educator, Sacramento City Unified School District

Dr. Deborah Keys, Member, Foreign Language Subject Matter Committee, 2003; Executive Director, Middle Schools, Oakland Unified School District

Dr. Sandra Mann, Chair, Science Subject Matter, Committee, 2003; Teacher, San Diego City Unified

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Dr. Stan Metzenberg, Chair, Electronic Learning Resources Subject Matter Committee, 2003; Professor of Biology, California State University Northridge

Veronica Norris, Chair, Health Subject Matter Committee, 2003; Attorney at Law

Dale Webster, Chair, Reading/Language Arts/English Language Development Subject Matter Committee, 2003; Teacher, Los Angeles Unified School District

Special thanks are extended to the following State Board members for their leadership in the adoption process:

Reed Hastings State Board of Education President (2001-2003)

Nancy Ichinaga, State Board of Education Member and Liaison to the Curriculum Commission

Special thanks are extended to the following State Board staff for his support in the adoption process:

Greg Geeting, Assistant Executive Director

Gratitude is extended to:

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Dr. Carol Eberhart, Lecturer, Sacramento State University

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Dr. Kazue Masuyama, Instructor, Sacramento State University

Dr. Donald Miller, Assistant Professor, Chico State University

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Yo Azama, Teacher, Salinas Union High School District

Alice Bartholomew, Co-Director, California Foreign Language Project

Ingeborg Carpenter, Community Member

Eduardo Chamorro, Retired Teacher

Susie Chow, Teacher Advisor, Los Angeles Unified School District

Dr. Douglas Domingo-Foraste, Professor of Classics, California State University Long Beach

Elizabeth Downer, Head of Latin/Ancient History Department, Sierra Unified School District

Padraic Emparan, Teacher, Santa Margarita Catholic High School

Colleen Hinman, Parent

Umeko Kuramochi, Office Technician, Capital Weekly Corporation
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Kimie Matsumoto, Teacher, Los Alamitos Unified School District
Linda McGouirk, Teacher, Las Lomas School District
Alicia Murray, Teacher, San Juan Unified School District
Noriko Nagumo, Teacher, Culver City Unified School District
Christina Nelson, Teacher, Stockton Unified School District
Margarita Palmada, Teacher, Campbell Union High School District (retired)
Maria Pitts, Teacher, Roseville Joint Union High School
Dr. Denali St. Amand, Latin Teacher, Menlo School
Alan Svidal, Resource Teacher, San Diego City Schools
Janice Treadgold, Teacher/Subject Area Coordinator, East Side Union High School District
Irene Verde, Teacher, Culver City Unified School District
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Anne White, Board of Trustees, Livermore Joint Unified School District
Eva Yousfl, Teacher, Redding Elementary

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Suzanne Rios, Administrator, Instructional Resources Unit
Jean James, Lead Consultant
Susan Martimo, Department-Publisher Liaison

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Olga Cid, Consultant

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Jennifer Harrison, Adoption Support

Barbara Jeffus, Library Consultant

Ken McDonald, Staff Services Analyst

Belen Mercado, Staff Services Analyst

Teri Ollis, Staff Services Analyst

Nancy Plasencia, Staff Services Analyst

Martha Rowland, Library Consultant

Marie Wilkerson, Adoption Support

Richard Munyer, Adoption Support

Terri Yan, Staff Services Analyst

Tracie Yee, Staff Services Analyst

Tonya Odums, Adoption Support

Finally, the Curriculum Commission commends and extends sincere appreciation to the publishers of instructional resources that participated in the 2003 Foreign Language Primary Adoption.

Publisher: Glencoe/McGraw-Hill

Title of Program: *Glencoe French I Bon Voyage!*

Grade Level: 6-8

Recommended Language Learning Continuum Stage(s): 1 and 2

Components

The components of this program are: California Student Edition, parts A & B (SE), Audio Activities Booklet A & B, Writing Activities Workbook A & B, California Teacher Wraparound Edition A & B (TE). Additional support materials are included in the Teacher Classroom Resources A & B. Items included are: Writing Activities Workbook Teacher Edition (WAW), Situation Cards (SC), Lesson Plans (LP), Block Scheduling Lesson Plans (BSLP), TPR Storytelling Booklet (TPR), Video Program (VP) including the Video Activities Booklet (VAB), Quizzes with Answer Key (QAK), Testing Program with CD including Testing Booklet with Answer Key (TBAK) and Listening Comprehension Tests CD, Performance Assessments, and Audio Activities Booklet Teacher Edition (AAB).

Additional components are an Interactive Lesson Planner (ILP), Transparency Binder (TB), Audio Program CD (CD), Mindjogger Video Quizzes (MVQ), Examview Pro Test Bank (EPTB), and a French reader, *Lisons comme ça!* (LCC), Vocabulary PuzzleMaker (VPM), and Interactive Conversations CD-ROM (ICD).

Recommendation

The Curriculum Commission recommends Glencoe/McGraw-Hill's *Glencoe French I Bon Voyage!*, with minor corrections and edits, for stage 1 and 2, because it is aligned with the evaluation criteria.

Foreign Language Content/Alignment with Curriculum

This program meets all the evaluation criteria in this category and is aligned with stages 1 and 2 of the Language Learning Continuum.

Program Organization

This program meets the evaluation criteria in this category.

Assessment

This program meets the evaluation criteria in this category.

Universal Access

This program meets the evaluation criteria in this category.

Instructional Planning and Support

This program meets the evaluation criteria in this category.

Publisher: Holt, Rinehart and Winston

Title of Program: *Allez, viens! Holt French*

Grade Level: 6-8

Recommended Language Learning Continuum Stage(s): 1

Components

Components of the program include a Student Edition (SE), Joie de lire! Reader (JDL), Enhanced Online Edition, California Teacher Edition (TE) with Lesson Planner CD-ROM (CD-ROM LP), California Lesson Planner (CLP) with Differentiated Instruction, Cahier d'activités (CDA), Travaux pratiques de grammaire (TPG), and a California Middle School Teaching Resources Binder (MSTR).

The Teaching Resources package includes: TPR Storytelling Book (TPR), Listening Activities (LA), Activities for Communication (AFC), a Video Guide (VG), teacher's edition for Travaux pratiques de grammaire, Grammar Tutor for Students of French (GTSF), teacher's edition of Cahier d'activités, Reading Strategies and Skills Handbook (RSSH), Testing Program (TP), Alternative Assessment Guide (AAG), and Student Make-Up Assignments with Alternative Quizzes (SMAAQ).

Additional resources include California Standardized Assessment Tutor, Diagnostic Tests and Rubrics (DTR), and Exploratory Guide, Interactive CD-ROM (ICD), California Family and Community Guide (CFCG), Audio CD Program (ACD), Video Program (VP), Teaching Transparencies, One Stop Planner CD-ROM with Test Generator, and DVD Tutor.

Recommendation

The Curriculum Commission recommends Holt, Rinehart and Winston's *Allez, viens! Holt French*, with minor edits and corrections, for stage 1, because it is aligned with the Language Learning Continuum and the evaluation criteria.

Foreign Language Content/Alignment with Curriculum

This program meets all the evaluation criteria in this category and is aligned with the Language Learning Continuum, stage 1.

Program Organization

This program meets the evaluation criteria in this category.

Assessment

This program meets the evaluation criteria in this category.

Universal Access

This program addresses the evaluation criteria in this category.

Instructional Planning and Support

This program addresses the evaluation criteria in this category.

Publisher: McDougal, Littell & Company

Title of Program: *Discovering French, Nouveau!*

Grade Level: 6-8

Recommended Language Learning Continuum Stage(s): 1 and 2

Components

Components of the program include: Pupil Edition (PE) and Teacher Edition (TE): 1A, 1B and Level 1, Student Workbook, 1A, 1B, and Level 1 (SW), California Lesson Plans 1A, 1B, and Level 1 (CLP), California Tips and Strategies for Heritage Speakers (TSHS), Teacher to Teacher Copymasters (TTC), Overhead Transparencies and Copymasters (OTC), Audio CD Program (AP), Chansons Audio CD (CCD), Middle Schools Bridging Packet 1A and 1B (MSBP), and Images un, Pupil's Edition (IU). In addition, there are Block Scheduling Copymasters (BSC), Video Program (VHS) (VP), Integrated DVD Program (DVD), Unit Resource Books, 1-8 (URB), Activités pour tous Workbook 1A, 1B, and Level 1 (APT), Test Generator CD-ROM with User's Guide (less than final format).

Recommendation

The Curriculum Commission recommends McDougal, Littell And Company's *Discovering French, Nouveau!*, with minor edits and corrections, for stages 1 and 2 because it is aligned with the evaluation criteria.

Foreign Language Content/Alignment with Curriculum

This program meets all the evaluation criteria in this category and is aligned with the Language Learning Continuum, stages 1 and 2.

Program Organization

This program meets the evaluation criteria in this category.

Assessment

This program meets the evaluation criteria in this category.

Universal Access

This program meets the evaluation criteria in this category.

Instructional Planning and Support

This program meets the evaluation criteria in this category.

Publisher: McDougal, Littell & Company

Title of Program: *Auf Deutsch!*

Grade Level: 6-8

Recommended Language Learning Continuum Stage(s): 1 and 2

Components

The components of this program include: Pupil's Edition (SE) and Teacher's Edition (TE), Pupil's Edition Workbook (SEWB), Teacher's Edition Workbook (TEWB), a Distance Learning Guide (DLG), Overhead Transparencies (OT), Audio Program CD (CD), Assessment Program (AP), California Lesson Plans (CLP), California Tips and Strategies for Heritage Speakers (CTSHS), and Family Letters.

Recommendation

The Curriculum Commission recommends McDougal, Littell & Company's *Auf Deutsch!*, with minor corrections and edits, for stages 1 and 2 because it is aligned with the Language Learning Continuum and the evaluation criteria.

Foreign Language Content/Alignment with Curriculum

This program meets all the evaluation criteria in this category and is aligned with the Language Learning Continuum and the evaluation criteria.

Program Organization

This program addresses the evaluation criteria in this category.

Assessment

This program addresses the evaluation criteria in this category.

Universal Access

This program addresses the evaluation criteria in this category.

Instructional Planning and Support

This program addresses the evaluation criteria in this category.

Publisher: Cheng and Tsui

Title of Program: *Adventures in Japanese*

Grade Level: 7 & 8

Recommended Language Learning Continuum Stage(s): Not Recommended

Components

The components of Cheng and Tsui's *Adventures in Japanese*, Level 1, include a student textbook (Level 1, TB), workbook (Level 1, WB), Hiragana-Katakana Workbook (Level 1, HK), a teacher's handbook (Level 1, TH), and an audio CD (Level 1, CD) for level 1. Components for level 2 include a student's textbook (Level 2, TB), workbook (Level 2, WB), teacher's handbook (Level 2, TH) and an audio CD (Level 2, CD).

Recommendation

The Curriculum Commission does not recommend Cheng and Tsui's *Adventures in Japanese* because it does not meet all categories of the evaluation criteria.

Foreign Language Content/Alignment with Curriculum

This program meets all evaluation criteria in this category and is aligned with the Language Learning Continuum, stages 1 and 2.

Program Organization

This program does not meet all of the evaluation criteria in this category. The program does not provide reasonable pace of coverage and does not provide an overview of the content that designates how the lessons support the Language Learning Continuum.

Assessment

This program meets the evaluation criteria in this category.

Universal Access

This program does not meet the evaluation criteria in this category.

Instructional Planning and Support

The instructional materials do not provide a clear road map for teachers to follow when planning language instruction based on the Language Learning Continuum stages in the *Foreign Language Framework*.

Publisher: Cheng and Tsui

Title of Program: *Mirai*

Grade Level: 6-8

Recommended Language Learning Continuum Stage(s): 1 and 2

Components

The components of Cheng and Tsui's *Mirai* program include a Japanese Course Book (Stage 1, CB), Japanese Activity Book (Stage 1, AB), Japanese Teacher's Book (Stage 1, TB), and an audio CD (Stage 1, CD) for level 1. Level 2 components include a Japanese Course Book (Stage 2, CB), Japanese Activity Book (Stage 2, AB), a Japanese Teacher's Book (Stage 2, TB), and an Audio CD (Stage 2, CD).

Recommendation

The Curriculum Commission recommends Cheng and Tsui's *Mirai*, with minor edits and corrections, for stages 1 and 2, because it is aligned with the Language Learning Continuum and the evaluation criteria.

Foreign Language Content/Alignment with Curriculum

This program meets the evaluation criteria in this category and is aligned with the Language Learning Continuum, stages 1 and 2.

Program Organization

This program meets the evaluation criteria in this category.

Assessment

This program meets the evaluation criteria in this category.

Universal Access

This program meets the evaluation criteria in this category.

Instructional Planning and Support

This program meets the evaluation criteria in this category.

Publisher: Cheng and Tsui

Title of Program: *Tsumiki*

Grade Level: 7 & 8

Recommended Language Learning Continuum Stage(s): Not Recommended

Components

Components of the Cheng and Tsui's *Tsumiki* program include a student book (SB), workbook (WB), teacher's resource book (TRB), and an Audio CD (CD).

Recommendation

The Curriculum Commission does not recommend Cheng and Tsui's *Tsumiki* because it does not meet all categories of the evaluation criteria.

Foreign Language Content/Alignment with Curriculum

This program meets all evaluation criteria in this category and is aligned with the Language Learning Continuum, stage 1.

Program Organization

This program meets the evaluation criteria in this category.

Assessment

This program does not meet the evaluation criteria in this category. Strategies or instruments teachers can use to determine students' prior knowledge were not provided. Performance assessments and accompanying rubrics are not provided in this program.

Universal Access

This program does not meet the evaluation criteria in this category.

Instructional Planning and Support

The instructional materials do not provide a clear road map for teachers to follow when planning language instruction based on the Language Learning Continuum stages of the *Foreign Language Framework*.

Publisher: Cambridge University Press

Title of Program: *Cambridge Latin Course*

Grade Level: 6-8

Recommended Language Learning Continuum Stage(s): 1, 2 and 3

Components

This program includes a student book (SB), Omnibus Workbook (WB), Teacher’s Manual™, Stage Tests (ST), and an audio cassette/CD (AC). Unit 1 may be used as a first year Latin course, Unit 2 as a second year, and Unit 3 as third year.

Recommendation

The Curriculum Commission recommends Cambridge University Press’s *Cambridge Latin Course* for stages 1, 2 and 3, with minor edits and corrections, because it is aligned with the evaluation criteria.

Foreign Language Content/Alignment with Curriculum

This program addresses all the evaluation criteria in this category and is aligned with the Language Learning Continuum, stages 1, 2 and 3.

Program Organization

This program addresses the evaluation criteria in this category.

Assessment

This program addresses the evaluation criteria in this category.

Universal Access

This program addresses the evaluation criteria in this category.

Instructional Planning and Support

This program addresses the evaluation criteria in this category.

Publisher: Glencoe/McGraw-Hill
Title of Program: *Glencoe Latin I Latin for Americans*
Grade Level: 6-8

Recommended Language Learning Continuum Stage(s): 1 and 2

Components

The components of the program include a student edition (SE), a consumable student workbook (WB), a teacher's edition of the workbook, a teacher's annotated edition (TAE), an Audio script/Audio Program CD (AP), the Vocabulary Puzzlemaker CD-ROM (PM), tests (TS) and transparencies (TB). The transparencies, Vocabulary Puzzlemaker CD-ROM, and Audio Program are designed as additional ways to present and reinforce the context of the textbook.

Recommendation

The Curriculum Commission recommends Glencoe/McGraw-Hill's *Glencoe Latin I Latin for Americans*, with minor edits and corrections, for stages 1 and 2, because it is aligned with the evaluation criteria.

Foreign Language Content/Alignment with Curriculum

This program addresses all the evaluation criteria in this category for stages 1 and 2 and is aligned with the Language Learning Continuum.

Program Organization

This program addresses the evaluation criteria in this category.

Assessment

This program addresses the evaluation criteria in this category.

Universal Access

This program addresses the evaluation criteria in this category.

Instructional Planning and Support

This program addresses the evaluation criteria in this category.

Publisher: Prentice Hall, Inc.

Title of Program: *Ecce Romani*

Grade Level: 6-8

Recommended Language Learning Continuum Stage(s): 1

Components

Components include Level I student book (SB), Language Activity Books 1A and 1B (LAB), Teacher's Guide Level 1 (TE), Teacher's Language Activity Books 1A and 1B (TLAB), Test Masters (TM), audio cassettes (AC), overhead transparencies (OT), The Romans Speak for Themselves (RS).

Recommendation

The Curriculum Commission recommends Prentice Hall, Inc.'s *Ecce Romani*, with minor edits and corrections, for stage 1 of the Language Learning Continuum, because it is aligned with the evaluation criteria.

Foreign Language Content/Alignment with Curriculum

This program addresses all the evaluation criteria in this category and is aligned with the Language Learning Continuum, stage 1.

Program Organization

This program addresses the evaluation criteria in this category.

Assessment

This program addresses the evaluation criteria in this category.

Universal Access

This program addresses the evaluation criteria in this category.

Instructional Planning and Support

This program addresses the evaluation criteria in this category.

Title of Program: *Glencoe Spanish I ¡Buen Viaje!*

Grade Level: 6-8

Recommended Language Learning Continuum Stage(s): 1 and 2

Components

Components of this program include California Student Edition (SE), a consumable Student Tape Manual (STM), consumable, Writing Activities Workbook (WAW) and a California Teacher Wraparound Edition (TE). Teacher Classroom Resources include a Teacher Edition of the Student Tape Manual, Teachers Edition of the Writing Activities Workbook (WAWTE), Situation Cards, Lesson Plans (black line masters), Block Scheduling Lesson Plans (BSLP), TPR Storytelling (black line masters), Video Activities Booklet, Chapter Quizzes with Answer Key, Performance Assessment (PA)(black line masters), Evaluation Guide (EG) and Testing Booklet (TB) with Answer Key.

Recommendation

The Curriculum Commission recommends Glencoe/McGraw-Hill's *Glencoe Spanish I ¡Buen Viaje!*, with minor edits and corrections, because it is aligned with the Language Learning Continuum, stages 1 and 2, and the evaluation criteria.

Foreign Language Content/Alignment with Curriculum

This program meets all the evaluation criteria in this category and is aligned with the Language Learning Continuum, stages 1 and 2.

Program Organization

This program meets the evaluation criteria in this category.

Assessment

This program meets the evaluation criteria in this category.

Universal Access

This program meets the evaluation criteria in this category.

Instructional Planning and Support

This program addresses the evaluation criteria in this category.

Publisher: Glencoe/McGraw-Hill

Title of Program: *Glencoe Middle School Spanish ¿Como te va?*

Grade Level: 6-8

Recommended Language Learning Continuum Stage(s): 1

Components

The components of this program for Nivel verde include: California Student Edition (hardbound) (CSE), a consumable Student Workbook (SW), Audio Activities Workbook Student Edition (consumable) (AAW), Student Edition (SE)(consumable), and a California Teacher Wraparound Edition (TE). Teacher Classroom Resources includes: Teacher Tools (TT)/ Lecciones Preliminares (TTLP)(black line masters) and Teacher Tools Unidades 1-6 (black line masters) (TTBLM). Additional components include a Transparency Binder (TB), Exam View ® Pro Test Bank (EVPTB), and Performance Assessment (PA) (black line masters).

The components for Nivel azul include: California Student Edition (SE), a consumable Student Workbook (SW), Audio Activities Workbook Student Edition (Consumable) (AAW), and California Teacher Wraparound Edition (TE). Teacher Classroom Resources Components for Nivel azul include: Teacher Tools Repaso (TT) (black line masters), and Teacher Tools Unidades 1-6 (black line masters)(TTBLM). Additional components include a Transparency Binder (TB), Exam View ®Pro Test Bank (EVPTB), and Performance Assessments (PA)(black line master).

Additional resources for this program include People en Español, Vol. I & II (PE), People en Español Teachers Guide Vol. I & II(PETG), Nosotros y nuestro mundo Student Edition (NNMSE) and Annotated Teacher Edition, ¡Canta con Justo! Music CD, Justo Lamas ¡En Vivo! Music VHS, ¡Asi leemos! (Spanish reader) and National Geographic Society/ Glencoe Atlas del Mundo.

Recommendation

The Curriculum Commission recommends Glencoe/McGraw-Hill's *Glencoe Middle School Spanish ¿Como te va?* With minor edits and corrections, for stage 1 of the Language Learning Continuum.

Foreign Language Content/Alignment with Curriculum

This program meets all the evaluation criteria in this category for stage 1 of the Language Learning Continuum.

Program Organization

This program meets the evaluation criteria in this category.

Assessment

This program meets the evaluation criteria in this category.

Universal Access

This program meets the evaluation criteria in this category.

Instructional Planning and Support

This program meets the evaluation criteria in this category.

Publisher: Holt, Rinehart and Winston

Title of Program: *¡Ven conmigo! Holt Spanish*

Grade Level: 6-8

Recommended Language Learning Continuum Stage(s): 1

Components

Components of the program include three student editions (SE), three annotated Teacher's Editions (ATE), a California Lesson Planner (CLP) with differentiated instruction, Lesson Planner CD-ROM (CLP-CD), a Cuaderno de Actividades (CA), Cuaderno de Gramática (CG), a Cuaderno para Hispanohablantes (CH) and a teacher's edition for each Cuaderno with answer keys.

Teaching Resources packages provide additional support for both levels and include a TPR Storytelling Book (TPR), Listening Activities (LA), Video Guide (VG), Activities for Communication (AC), Grammar Tutor (GT), Reading Strategies and Skills Handbook (RSSH), Testing Program (TP), Alternative Assessment Guide (AAG), and Student Make-up Assignments with Alternative Quizzes (SMA).

Additional components include Audio Compact Discs (ACD), Video Program (VP), California Standardized Assessment Tutor (SAT), Diagnostic Tests and Rubrics (DTR), Exploratory Guide (EG), California Family and Community Guide with Resources and Activities (CFCG) Teaching Transparencies TT), One Stop Planner CD-ROM with Test Generator (OSP), DVD Tutor (DVD), Lee conmigo (LC) and an Interactive CD-ROM tutor (CD-ROM).

Recommendation

The Curriculum Commission recommends Holt, Rinehart and Winston's *¡Ven conmigo! Holt Spanish* for stage 1 because it is aligned with the evaluation criteria.

Foreign Language Content/Alignment with Curriculum

This program meets all the evaluation criteria in this category and is aligned with the Language Learning Continuum, stage 1.

Program Organization

This program meets the evaluation criteria in this category.

Assessment

This program addresses the evaluation criteria in this category.

Universal Access

This program addresses the evaluation criteria in this category.

Instructional Planning and Support

This program addresses the evaluation criteria in this category.

Publisher: McDougal, Littell & Company

Title of Program: *Tu mundo/Nuestro mundo*

Grade Level: 6-8

Recommended Language Learning Continuum Stage(s): 3 and 4

Components

The components of this program include a Pupil's Edition (SE), Teacher's Edition (TE), Cuadernos de Actividades, pupil's edition with answer key, Cuaderno de Actividades Comunicativas (Hojas de duplicación), an Audio CD Program, Complete Testing Program with Audio CD (PPE), Video Program, Placement Test Binder, Lesson Correlations to the California Language Learning Continuum, Family Letters, and Fine Art Transparencies.

Recommendation

The Curriculum Commission recommends McDougal, Littell & Company's *Tu mundo/Nuestro mundo* for stages 3 and 4 because it is aligned with the Language Learning Continuum and the evaluation criteria.

Foreign Language Content/Alignment with Curriculum

This program addresses the evaluation criteria in this category.

Program Organization

This program addresses the evaluation criteria in this category.

Assessment

This program addresses the evaluation criteria in this category.

Universal Access

This program addresses the evaluation criteria in this category.

Instructional Planning and Support

This program addresses the evaluation criteria in this category.

Publisher: McDougal, Littell & Company

Title of Program: *¡En Español!*

Grade Level: 6-8

Recommended Language Learning Continuum Stage(s): 1 and 2

Components

The components of this program include: California Pupil's Editions (SE) 1A, 1B and 1, California Teacher's Editions (TE) for 1A, 1B, and 1, six Unit Resource Books (URB), student workbooks for 1A, 1B, and 1, a workbook for native speakers of Spanish, 1A, 1B, and 1, a back to school packet for 1A, a Middle School Bridging Packet for 1B, a Placement Test Binder, California Lesson Plans, Posters, Visual Grammar Word Tiles, Audio Program CD (IAP), Video Program (IVP), Music CD, Sing Along Grammar and Vocabulary Songs CD, Test Generator CD-ROM, Ventana uno, Pupil's Edition, Canciones del mundo hispano CD, and Intrigas y aventuras CD-ROM.

Recommendation

The Curriculum Commission recommends McDougal, Littell & Company's *¡En Español!*, with minor edits and corrections, for stages 1 and 2 because it is aligned with the Language Learning Continuum and the evaluation criteria.

Foreign Language Content/Alignment with Curriculum

This program addresses the evaluation criteria in this category and is aligned with the Language Learning Continuum, stages 1 and 2.

Program Organization

This program addresses the evaluation criteria in this category.

Assessment

This program addresses the evaluation criteria in this category.

Universal Access

This program addresses the evaluation criteria in this category.

Instructional Planning and Support

This program addresses the evaluation criteria in this category.

Publisher: Prentice Hall, Inc.

Title of Program: *Realidades 1, A & B*

Grade Level: 6-8

Recommended Language Learning Continuum Stage(s): 1

Components

The program components include student and teacher editions (TE), A, B and Level 1, Teacher's Resource Book (TRB) A, B and Level 1, Practice Workbook (PW) A/ B & 1, Writing, Audio & Video workbook (WAVW) A, B & 1, Assessment Program (AP) A/B & 1, Vocabulary and Grammar Transparencies A/B & 1, Grammar Study Guides 1-2, Realidades Video Program A/B/1, Computer Test Bank with CD-ROM A/B/1, Mindpoint Quiz Show CD-ROM A/B, & 1.

The LE/IMAP reviewed Realidades 1 as well as the equivalent version of Realidades A & B, but the citations refer only to Realidades 1.

Recommendation

The Curriculum Commission recommends Prentice Hall, Inc.'s *Realidades*, with minor edits and corrections, for stage 1 because it is aligned with the Language Learning Continuum and the evaluation criteria.

Foreign Language Content/Alignment with Curriculum

This program addresses the evaluation criteria and is aligned with the Language Learning Continuum, stage 1.

Program Organization

This program addresses the evaluation criteria in this category.

Assessment

This program addresses the evaluation criteria in this category.

Universal Access

This program addresses the evaluation criteria in this category.

Instructional Planning and Support

This program addresses the evaluation criteria in this category.

Publisher: REI America, Inc.

Title of Program: *Amigos*

Grade Level: K-8

Recommended Language Learning Continuum Stage(s): Not Recommended

Components

Components of this program include Teacher’s Guide (TE) student textbooks (SE), and workbooks (SW), levels (niveles) 1-6, music CD , posters, vocabulary flashcards, CD-ROM Spanish Interactive Activities, levels (niveles) 1-3, and Teacher Resource Materials, levels 1-6, Teacher’s Testing Program (TTP).

Recommendation

The Curriculum Commission does not recommend REI, America, Inc.’s *Amigos* because it is not aligned with the Language Learning Continuum and does not meet all the evaluation criteria.

Foreign Language Content/Alignment with Curriculum

This program lacks alignment with the language learning continuum.

Program Organization

This program is not organized and presented in a manner consistent with achieving the goals of providing all students with the essential knowledge and skills described in the language learning continuum.

Assessment

This program addresses the evaluation criteria in this category.

Universal Access

This program does not meet the evaluation criteria in this category. Instructional materials do not identify suggestions to adapt the curriculum for all students, including those with special needs. The program does not conform to the State Board of Education policies pertaining to diverse populations.

Instructional Planning and Support

The instructional materials do not provide a clear guide for teachers to follow when planning language instruction based on the Language Learning Continuum stages in the *Foreign Language Framework*.

Publisher: REI America, Inc.

Title of Program: *Nuevos Amigos*

Grade Level: K-8

Recommended Language Learning Continuum Stage(s): Not Recommended

Components

Components of this program include Levels (niveles) A-F Teacher’s Guides (TE), student textbooks (SE), student workbooks (SW) and Teacher’s Resources Boxes (TRB), Teacher’s Testing Program, Spanish Interactive Activities CD-ROM, Level (niveles) 1-3, and Posters, A-C.

Recommendation

The Curriculum Commission does not recommend REI America, Inc.’s *Nuevos Amigos* because it is not aligned with the Language Learning Continuum and does not meet all the evaluation criteria.

Foreign Language Content/Alignment with Curriculum

This program lacks consistent alignment with the Language Learning Continuum. The stages of the Language Learning Continuum were not met.

Program Organization

This program is not organized and presented in a manner consistent with achieving the goals of providing all students with the essential knowledge and skills described in the language learning continuum. Student outcomes and goals are not frame-work based. Activities and texts do not lead to the development of more complex concepts and understandings. Indices, glossaries, content summaries, and assessment guides are not designed to help teachers, parents or guardians, and students.

Assessment

This program addresses the evaluation criteria in this category.

Universal Access

This program does not meet the evaluation criteria in this category.

Instructional Planning and Support

This program does not provide a clear guide for teachers to follow when planning language instruction based on the Language Learning Continuum stages in the *Foreign Language Framework*.

Santillana Publishing Company

Title of Program: *Nuevo Siglo de Español*

Grade Level: K-5

Recommended Language Learning Continuum Stage(s): Not Recommended

Components

Components of the program include: Teacher's Guides (TG), Blackline Masters Resources (BMR), Student Books (SB), Student Workbooks (WB), Classroom Libraries (CL), Audio CDs for levels K-1 (ACD), La Cartilla phonics program for K-1 (LC).

Recommendation

The Curriculum Commission does not recommend Santillana Publishing Company's *Nuevo ¡Bravo, Bravo!* Because it is not aligned with the Language Learning Continuum and does not meet all the evaluation criteria.

Foreign Language Content/Alignment with Curriculum

This program is not fully aligned with Language Learning Continuum and the evaluation criteria. A list of evidence, with page numbers and/or appropriate references, that demonstrates alignment with the stage(s) of the Language Learning Continuum is not provided. Therefore, accurate content to support foreign language instruction in the areas of listening, speaking, reading, and writing is not provided nor aligned for students to be able to demonstrate proficiency on the designated stage of the Language Learning Continuum. This program does not provide opportunities for students to increase their knowledge and understanding of a foreign language through the study of literature, art, history, philosophy, and cultures(s) for each of the stages of the Language Learning Continuum.

Program Organization

This program meets the evaluation criteria in this category.

Assessment

This program does not meet the evaluation criteria in this category. The program does not provide ways for teachers to measure what students know and are able to do. It does not provide assessment tools that provide information teachers can use in planning and modifying instruction to help all students meet or exceed the proficiency levels to the designated stage of the Language Learning Continuum.

Universal Access

This program does not meet the evaluation criteria in this category. Suggestions based on current and confirmed research for ways to adapt the curriculum and the instruction to meet students' identified special needs are lacking. Strategies to help students below grade level in reading language arts, suggestions for advanced learners, and strategies to help heritage learners to learn and understand all aspects of the language are missing.

Instructional Planning and Support

This program does not meet the evaluation criteria in this category. This program lacks strategies to address common student errors, a variety of pedagogical strategies for flexible grouping of students, demonstration of electronic resources for teachers that depict appropriate techniques and teaching suggestions, and references and resources for the teacher to provide further study of the language.

Publisher: Santillana Publishing Company

Title of Program: *Nuevo ¡Bravo, Bravo!*

Grade Level: K-3

Recommended Language Learning Continuum Stage(s): Not Recommended

Components

Components of this program include: Two Student Workbooks (WB1 and WB2), Student Books (SB), Teacher's Guides (TG), CD (K, 1), Evaluations (E), Student and Teacher's Kits (K, 1), Classroom Libraries (CL), Poster Books (PB), Big Books (BB), Student Book Sets (SBS), and Classroom Kits (CK).

Recommendation

The Curriculum Commission does not recommend Santillana Publishing Company's *Nuevo ¡Bravo, Bravo!* because it is not aligned with the Language Learning Continuum and does not meet all the evaluation criteria.

Foreign Language Content/Alignment with Curriculum

This program lacks consistent alignment with the Language Learning Continuum. Students are not given opportunities to use technology to practice communication in the language and access information about the language. Additionally, the program does not provide substantial writing opportunities in a foreign language through direct instruction, such as independent writing assignments that focus on the students improving and demonstrating proficiency.

Program Organization

This program is not presented in a manner consistent with achieving the goals of providing all students with the essential knowledge and skills described in the Language Learning Continuum.

Assessment

This program does not meet the evaluation criteria in this category. It does not offer strategies or instruments for teachers to determine students' prior knowledge. The assessment materials lack accompanying rubrics that can be used to evaluate and improve the quality of students' work.

Universal Access

This program does not meet the evaluation criteria in this category. It does not offer strategies or instruments for teachers to determine students' prior knowledge. The assessment materials lack accompanying rubrics that can be used to evaluate and improve the quality of students' work.

Instructional Planning and Support

The instructional materials do not provide a clear roadmap for teachers to follow when planning language instruction based on the Language Learning Continuum stages in the *Foreign Language Framework*.

Chapter 8: The Criteria for Evaluating Kindergarten-Through-Grade-Eight Foreign Language Instructional Materials

These criteria evaluate the alignment of instructional materials with the Language Learning Continuum, the content of the framework, and the quality of those materials in the areas of program organization, assessment, universal access, and instructional planning and support. They will guide the development and govern the adoption cycle of kindergarten-through-grade-eight instructional materials beginning in 2003. They do not recommend or require one particular pedagogical approach. The numerical order of the criteria within each category does not imply relative importance; all criteria must be addressed. They may also be used by publishers and local educational agencies as a guide for the development and selection of instructional materials for grades nine through twelve.

These criteria are organized into five categories:

1. **Curriculum Content:** The content as specified in the *Foreign Language Framework*
2. **Program Organization:** The sequence and the organization of the foreign language program
3. **Assessment:** The strategies presented in the instructional materials for measuring what students know and are able to do
4. **Universal Access:** The information and ideas that address the needs of special student populations, including students eligible for special education, advanced students, students who are studying a heritage language, and students whose achievement in reading/language arts is either below or above that typical of the class or grade level
5. **Instructional Planning and Support:** The instructional planning and support information and materials, typically including a separate edition specially designed for use by the teacher, that assist teachers in the implementation of the foreign language program

Foreign language materials must support teaching aligned with the framework. Materials that fail to meet the foreign language content criteria will not be considered satisfactory for adoption. Only those programs determined to meet criterion category 1 need to be evaluated under criteria categories 2 through 5.

In an effort to create focused foreign language instructional materials, publishers are asked to concentrate on the content as described in the framework. Extraneous content is fundamentally contrary to and detracts from the ability of teachers to teach readily and students to learn thoroughly the content specified by the Language Learning Continuum and the *Foreign Language Framework*.

Criteria Category 1: Foreign Language Content/Alignment with Curriculum

Instructional materials support teaching and learning the skills and knowledge called for at the different stages as outlined in the Language Learning Continuum and that are appropriate for the designated grade levels. Materials are fully aligned with the content of the framework. The materials must facilitate and enable students to communicate in the language. Programs with consistent inaccuracies and a large number of errors will not be considered for adoption.

To be considered suitable for adoption, instructional materials in foreign language will provide:

1. A list of evidence, with page numbers and/or other appropriate references, that demonstrates alignment with the stage(s) of the Language Learning Continuum
2. All content as specified at each stage of the continuum that is supported by topics or concepts, lessons, activities, examples, and/or illustrations, and so forth as appropriate
3. Accurate content to support foreign language instruction in the areas of listening, speaking, reading, and writing
4. Foreign language content that is presented in interesting and engaging ways to students
5. Grammar and vocabulary appropriately used and accurately defined
6. Listening, speaking, reading, and writing activities in a foreign language that are grammatically accurate and culturally appropriate

7. Listening, speaking, reading, and writing opportunities in a foreign language through direct instruction and activities, such as conversations, reading and writing assignments, and listening exercises and essays, that focus on the student's improving and demonstrating proficiency
8. Instruction that is culturally appropriate and develops listening, speaking, reading, and writing in a foreign language
9. Opportunities for students to increase their knowledge and understanding of a foreign language through the study of the literature, art, history, philosophy, and culture(s)
10. Opportunities for students to use technology to practice communication in the language and access information about the language
11. Practice in listening, speaking, reading, and writing activities that improve language proficiency and lead to student attainment of the designated stage of the Language Learning Continuum
12. Materials that enable students to communicate in the language

Criteria categories 2 through 5 shall be considered after a program has been determined to have the necessary content. A program meeting criteria categories 2 through 5 will be approved, and a program failing to meet one category of the criteria will not be approved.

Criteria Category 2: Program Organization

Sequential organization of the foreign language program provides structure related to what students should learn each year and allows teachers to convey the foreign language content efficiently and effectively. The program will be well organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the Language Learning Continuum. A program must designate which stage(s) of the Language Learning Continuum is/are being addressed.

To be considered suitable for adoption, instructional materials in foreign language must provide:

1. Instructional resources, aligned with the Language Learning Continuum, that introduce new knowledge and skills at a reasonable pace and depth of coverage and explicitly prepare students for later stage(s)
2. A logical and coherent structure that facilitates efficient and effective teaching and learning within a lesson, unit, and year aligned with the Language Learning Continuum
3. Clearly stated student outcomes and goals that are measurable and framework-based
4. An overview of the content in each chapter or unit that designates how the lesson supports the Language Learning Continuum
5. A well-organized structure that provides students with the opportunity to listen, speak, read, and write in the language and build on knowledge and skills obtained through other language studies and/or immersion
6. Activities and texts that organize the content in a logical way such that prerequisite skills and knowledge are developed before the more complex concepts and understandings that depend on them
7. Tables of contents, indexes, glossaries, content summaries, and assessment guides that are designed to help teachers, parents or guardians, and students

Criteria Category 3: Assessment Criteria

Assessment should measure what students know and are able to do. Instructional resources should contain multiple measures to assess students' progress. Assessment measures should reveal students' knowledge and understanding of the language.

Assessment tools that publishers include as a part of their instructional material should provide evidence of students' progress toward meeting the proficiency levels of the Language Learning Continuum. Assessment tools should provide information teachers can use in planning and modifying instruction to help all students meet or exceed the proficiency levels for the designated stage of the Language Learning Continuum.

To be considered suitable for adoption, instructional materials in foreign language must provide:

1. Strategies or instruments teachers can use to determine students' prior knowledge
2. Multiple measures of the individual student's progress at regular intervals to evaluate his or her attainment of the appropriate stage
3. Guiding questions for monitoring students' comprehension when listening, speaking, reading, and writing
4. ~~Performance assessments and accompanying rubrics that can be used to evaluate and improve the quality of students' work.~~ Performance assessments and accompanying rubrics that can be used to evaluate and improve the quality of students' work

Criteria Category 4: Universal Access Criteria

Instructional materials should provide access to the curriculum for all students, including those with special needs: advanced learners, heritage language learners, students with learning difficulties, and special education students. Programs must conform to the policies of the State Board of Education as well as other applicable state and federal guidelines pertaining to diverse populations and students with special needs.

To be considered suitable for adoption, instructional materials in foreign language must provide:

1. Suggestions based on current and confirmed research for ways to adapt the curriculum and the instruction to meet students' identified special needs
2. Strategies to help students who are below grade level in reading/language arts understanding the foreign language content
3. Suggestions for advanced learners that allow students to study content in greater depth
4. Strategies and suggestions to help heritage language learners to learn and understand all aspects of the language

Criteria Category 5: Instructional Planning and Support Criteria

Teacher support materials should be built into the instructional materials and should specify suggestions and illustrative examples of how teachers can use the Language Learning Continuum. Assistance should be designed to help teachers implement the program in a way that ensures the opportunity for all students to learn the essential skills and knowledge called for in the curriculum. These criteria do not recommend or require one particular pedagogical approach.

Publishers should make recommendations to teachers regarding instructional approaches that fit the instructional goals. Programs should provide teachers with a variety of instructional approaches that might include, but are not limited to, direct instruction, assigned reading and writing, conversations with native speakers, and presentations of authentic and accurate cultural situations.

To be considered suitable for adoption, planning and support resources in foreign language must provide:

1. Clearly written and accurate explanations of listening, speaking, reading, and writing in the language being studied
2. Strategies to address and correct common student errors
3. A variety of pedagogical strategies for flexible grouping of students
4. Lesson plans and suggestions for organizing resources in the classroom and ideas for pacing lessons
5. A list of materials that support the Language Learning Continuum
6. Suggestions and information on how to use authentic and accurate conversations and written communications to promote instruction in the language
7. Suggestions for how to use student assessment data within the program for instructional planning purposes
8. Technical support and suggestions for appropriate use of audiovisual, multimedia, and information technology resources associated with a unit
9. Suggestions for activities and strategies to inform parents or guardians about the foreign language program

10. References and resources for the teacher to provide further study of the language
11. Demonstration of electronic resources for teachers (e.g., audiotapes, videotapes, and other electronic media) that depict appropriate techniques and teaching suggestions
12. Homework assignments that support classroom learning and are written so that parents or guardians who are knowledgeable of the language can easily help their children
13. Suggestions that are tied to the Language Learning Continuum and that allow students to study content in greater depth
14. Teacher's editions that include ample and useful annotations and suggestions on how to present the content in the student edition and ancillary materials

APPENDIX B

CALIFORNIA LEARNING RESOURCES DISPLAY CENTERS

Please contact your local LRDC for location, hours and procedures.

Humboldt County Office of Education
901 Myrtle Avenue
Eureka, CA 95501
(707) 445-7077

Alameda County Office of Education
313 West Winton Avenue
Hayward, CA 94544
(510) 670-4235

Butte County Office of Education
5 County Center Drive
Oroville, CA 95965
(530) 532-5814

Sacramento County Office of Education
10474 Mather Blvd.
Mather, CA 95655
(916) 228-2351

Sonoma County Office of Education
5340 Skylane Blvd.
Santa Rosa, CA 95403-1082
(707) 524-2837

Stanislaus County Office of Education
1100 H Street
Modesto, CA 95354
(209) 525-4990

Fresno County Office of Education
1111 Van Ness
Fresno, CA 93721-2000
(559) 265-3038

Monterey Peninsula U.S.D.
540 Canyon Del Rey, Suite 1
Monterey, CA 93940-5702
(831) 899-7156

University of California
Davidson Library
Santa Barbara, CA 93106
(805) 893-3060/FAX (805) 893-4676

Kern County Superintendent of Schools Office
1300 17th Street
Bakersfield, CA 93301
(661) 636-4527

San Bernardino County Office of Education
601 North "E" Street
San Bernardino, CA 92410-3093
(909) 386-2666

Los Angeles Unified School District
Textbook Services
1545 Wilshire Blvd., Suite 200
Los Angeles, CA 90017

Los Angeles County Office of Education
Bellflower Annex - Library Services
9300 Imperial Highway
Downey, CA 90242-2890
(562) 922-6359

Riverside County Office of Education
3939 13th Street
Riverside, CA 92502
(909) 826-6684

Orange County Office of Education
Technology and Resource Center
200 Kalmus Drive
Costa Mesa, CA 92628
(714) 966-4209

San Diego County Office of Education
6401 Linda Vista Road
San Diego, CA 92111-7399
(858) 292-3557

California Department of Education
1430 N Street, Suite 1201
Sacramento, CA 95814
(916) 319-0446

Contra Costa County Office of Education
77 Santa Barbara Road
Pleasant Hill, CA 94523-4215
(925) 942-5332

Santa Clara County Office of Education

1290 Ridder Park Drive, #232
San Jose, CA 95131-2398
(408) 453-6670

San Mateo County Office of Education

The SMERC Library
101 Twin Dolphin Drive
Redwood City, CA 94065-1064
(650) 802-5651

Merced County Office of Education

632 West 13th Street
Merced, CA 95340
(209) 381-5910

Tulare County Department of Education

7000 Doe Avenue, Suite A
Visalia, CA 93291
(559) 651-3077

California Polytechnic State University

Kennedy Library
San Luis Obispo, CA 93407
(805) 756-2273

**Office of Ventura County Superintendent
of Schools**

570 Airport Way
Camarillo, CA 93010
(805) 388-4407

For more information on Learning Resources Display Centers, contact Susan Martimo, LRDC Liaison, Curriculum Frameworks and Instructional Resources Division, California Department of Education, at (916) 319-0446, or <smartimo@cde.ca.gov>

**2003 Foreign Language Primary Adoption
Legal and Social Compliance Citation List
First Level Appeals Meeting, August 8, 2003**

APPENDIX C

PUBLISHER	TITLE	GRADE LEVELS/STAGE	TOTAL CITES	TOTAL APPEALS	CITATION NUMBER	STANDARD(S) VIOLATED	COMPANY RESPONSE	1ST STAGE APPEAL (IF APPLICABLE)	CONFIRM REVISION
Cambridge University Press	Cambridge Latin Course	6-8/Stg. 1-3	0	0	no citations		N/A	N/A	
Cheng and Tsui	Adventures in Japanese	7-8/Stg. 1-2	3	0	CTA-J-001	A-2	Revise		
					CTA-J-002	D-2, D-3, D-4	Revise		
					CTA-J-003	B-1	Revise		
Cheng and Tsui	Mirai	6-8/Stg. 1-2	8	0	CTM-J-001	A-2	Revise		
					CTM-J-002	K-1	Revise		
					CTM-J-003	A-1	Revise		
					CTM-J-004	K-1	Revise		
					CTM-J-005	K-1	Revise		
					CTM-J-006	I-4	Revise		
					CTM-J-007	D-2, D-3, D-4	Revise		
					CTM-J-008	H-1	Revise		
Cheng and Tsui	Tsumiki	7-8/Stg. 1-2	9	0	CTT-J-001	B-1	Revise		
					CTT-J-002	K-1	Revise		
					CTT-J-003	K-1	Revise		
					CTT-J-004	K-1	Revise		
					CTT-J-005	H-1	Revise		
					CTT-J-006	D-2, D-3, D-4	Revise		
					CTT-J-007	C-1	Revise		
Glencoe/McGraw-Hill	Glencoe Latin 1: Latin for Americans	6-8/Stg. 1-3	0	0	no citations		N/A	N/A	
Glencoe/McGraw-Hill	Glencoe French 1: Bon Voyage!	6-8/Stg. 1-5	3	1	GMH-F-001	A-4	Appeal	Accepted	
					GMH-F-002	D-2	Revise		
					GMH-F-003	A-4	Appeal	Accepted	

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Glencoe/McGraw-Hill	Glencoe Middle School Spanish: ¿Come Te Va?	6-8/Stg. 1-4	1	0	GMHCTV-S-001	K-1	Revise		
Glencoe/McGraw-Hill	Glencoe Spanish I: ¡Buen Viaje!	6-8/Stg. 1-5	1	1	GMHBV-S-001	A-2	Appeal	Accepted	
Holt, Rinehart and Winston	Allez, viens! Holt French	6-8/Stg. 1	0	0	no citations		N/A	N/A	
Holt, Rinehart and Winston	¡Ven Conmigo! Holt Spanish	6-8/Stg. 1	3	0	HRW-S-001	K-1	Revise		
					HRW-S-002	K-1	Revise		
					HRW-S-003	K-1	Revise		
McDougal Littell	¡En Español!	6-8/Stg. 1-2	0	0	no citations		N/A	N/A	
McDougal Littell	Tu Mundo/Nuestro Mundo	6-8/Stg. 3-4	0	0	no citations		N/A	N/A	
McDougal Littell	Discovering French, Nouveau!	6-8/Stg. 1-2	3	0	ML-F-001	L-1, L-2	Revise		
					ML-F-002	K-2	Revise		
					ML-F-003	A-4	Revise		
McDougal Littell	Auf Deutsch!	6-8/Stg. 1-2	0	0	no citations		N/A	N/A	
Prentice Hall, Inc.	Realidades A & B	6-8/Stg. 1	0	0	no citations		N/A	N/A	
Prentice Hall, Inc.	Ecce Romani	6-8/Stg. 1	0	0	no citations		N/A	N/A	
REI America	Amigos	K-8/Stg. 1-4	3	0	REIA-S-001	I-3	Revision		
					REIA-S-002	I-3	Revision		
					REIA-S-003	H-2	Revision		
REI America	Nuevos Amigos	K-8/Stg. 1-3	0	0	no citations		N/A	N/A	
Santillana Publishing	Nuevo Siglo de Español	K-5/Stg. 2-5	5	5	SANSE-S-001	C-2, D-2	Appeal	Accepted	
					SANSE-S-002	C-2, D-2	Appeal	Accepted	
					SANSE-S-003	C-2	Appeal	Accepted	

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					SANSE-S-004	B-1	Revise		
					SANSE-S-005	I-3	Revise		
Santillana Publishing	Nuevo ¡Bravo, Bravo!	K-3/Stg. 1-3	2	2	SANBB-S-001	A-2, A-3	Appeal	Accepted	
					SANBB-S-002	A-3	Appeal	Accepted	
American Guidance Service, Inc.	Life Skills English	Grds. 6-8		1	#2003-18	K-1	Appeal	Accepted	
	Career Decision Making	Grds. 6-8		1	#2003-04	K-1	Appeal	Accepted	
Cobblestone Publishing Co.	CALLOPIE: <i>Expoloring World History</i>	Grds. 5-9		1	#2003-11	A-1, B-1	Appeal	Accepted	
	<i>Faces: People, Places, and Cultures</i>	Grds. 5-9		1	#2003-09	K-1	Appeal	Accepted	

List of Citation Codes for Standards Violated

(note that some citation forms contain more than one area of violation)

<p>A-1 Male and Female Roles, Adverse Reflection (2 citations) A-2 Male and Female Roles, Equal Portrayal (15 citations) A-3 Male and Female Roles, Occupations (6 citations) A-4 Male and Female Roles, Achievements (3 citations) A-5 Male and Female Roles, Mental and Physical Activities (3 citations) A-6 Male and Female Roles, Traditional and Nontraditional Activities (4 citations) B-1 Ethnic and Cultural Groups, Adverse Reflection (5 citations) B-2 Ethnic and Cultural Groups, Proportion of Portrayals (8 citations) B-3 Ethnic and Cultural Groups, Customs and Life Styles (2 citations) C-1 Older Persons and the Aging Process, Adverse Reflection (1 citation) C-2 Older Persons and the Aging Process, Proportion of Portrayals (10 citations) D-1 Disabled Persons, Adverse Reflection (1 citation) D-2 Disabled Persons, Proportion of Portrayals (18 citations) D-3 Disabled Persons, Roles (5 citations) D-4 Disabled Persons, Emotions (3 citations) E-1 Entrepreneur and Labor, Adverse Reflections (1 citation)</p>	<p>F-1 Religion, Adverse Reflections (1 citation) F-2 Religion, Indoctrination (1 citation) G-2 Ecology and Environment, Environmental Protection (1 citation) H-1 Dangerous Substances, Discouragement of Use (15 citations) H-2 Dangerous Substances, Hazards of Use (1 citation) I-1 Thrift, Fire Prevention and Humane Treatment of Animals and People, Waste (1 citations) I-2 Thrift, Fire Prevention and Humane Treatment of Animals and People, Fire Hazards (1 citation) I-3 Thrift, Fire Prevention and Humane Treatment of Animals and People, Inhumane Treatment (3 citations) I-4 Thrift, Fire Prevention and Humane Treatment of Animals and People, Thrift (1 citation) I-6 Thrift, Fire Prevention and Humane Treatment of Animals and People, Human Treatment (3 citations) K-1 Brand Names and Corporate Logos, Use of Any Such Depictions (31 citations) K-2 Brand Names and Corporate Logos, No Prominent Use of Any One Depiction (8 citations) L-1 Diet and Exercise, Balance When Appropriate (7 citations) L-2 Diet and Exercise, Reinforcement through Illustrations and Content (8 citations)</p>
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